

Class:

Year 4 grammar coverage

Date:

Grammar coverage				
Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Repetition to persuade: <i>Fun for now, fun for life</i>
Informal and formal language	Possessive pronouns: <i>yours, mine, theirs</i> <i>ours, hers, his, its</i>	Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby – babies</i>	Starting a sentence with "-ing" , using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i>	Drop-in clause with an "-ing" verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.
Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	Specific determiners: <i>their, whose, this, that, these, those, which</i>	Verbs ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i>	Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" <i>happy – happier – happiest</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	Verbs – Past perfect continuous: "had" + past participle + "-ing"	Know the difference between a preposition and an adverb	Capital letters for proper nouns: names, places, days of the week, months, titles and languages	Prefixes to give the antonym: "im-", "in-", "ir-", "il-"
Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	Powerful verbs Find synonyms of words to up-level sentences and give a greater effect	Verbs – Modal verbs: <i>could, should, would</i>	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in "-ed": <i>frightened, scared, etc.</i>
Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.				

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Spelling	Sentence/ grammar lessons
<p>Plural nouns of words ending in "o"</p> <p>Specific determiners</p> <p>Synonyms for verbs</p> <p>Progressive/continuous verbs</p> <p>Modal verbs</p> <p>Proper nouns – names of people, places, titles, languages, months and days</p> <p>Finding the antonyms of words using the prefixes "im-", "in-", "ir-", "il-"</p> <p>Adjectives ending in "-ed"</p> <p>Verbs ending in "y": change "y" to "i" and add "-es"</p> <p>Noun plurals ending in "y": change "y" to "i" and add "-es"</p> <p>Comparative and superlative adjectives ending in "y": <i>happy – happier – happiest</i></p> <p>Prepositions</p> <p>Compound nouns using hyphens</p> <p>Specific determiners</p> <p>Possessive pronouns</p> <p>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>	<p>Possessive apostrophe for singular and regular plurals</p> <p>Informal and formal language</p> <p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Inverted commas</p> <p>Use of pronouns for cohesion and to avoid repetition</p> <p>How to use specific determiners</p> <p>Past perfect continuous tense</p> <p>Change verbs in a sentence to give greater effect</p> <p>Starting a sentence with an "-ing" verb</p> <p>Write a drop-in clause with an "-ing" verb</p> <p>Modal verbs</p> <p>Know the difference between a preposition and an adverb</p> <p>Compound sentences</p> <p>Start a sentence with a preposition and a comma</p> <p>Repetition to persuade</p> <p>Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction</p> <p>How to use possessive pronouns</p>

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This document is to be used in conjunction with the accompanying "Grammar progression" and "Sentence development" documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.